

Sec.

PART A—STATE PERSONNEL DEVELOPMENT GRANTS

- 1451. Purpose; definition of personnel; program authority.
- 1452. Eligibility and collaborative process.
- 1453. Applications.
- 1454. Use of funds.
- 1455. Authorization of appropriations.

PART B—PERSONNEL PREPARATION, TECHNICAL ASSISTANCE, MODEL DEMONSTRATION PROJECTS, AND DISSEMINATION OF INFORMATION

- 1461. Purpose; definition of eligible entity.
- 1462. Personnel development to improve services and results for children with disabilities.
- 1463. Technical assistance, demonstration projects, dissemination of information, and implementation of scientifically based research.
- 1464. Studies and evaluations.
- 1465. Interim alternative educational settings, behavioral supports, and systemic school interventions.
- 1466. Authorization of appropriations.

PART C—SUPPORTS TO IMPROVE RESULTS FOR CHILDREN WITH DISABILITIES

- 1470. Purposes.
- 1471. Parent training and information centers.
- 1472. Community parent resource centers.
- 1473. Technical assistance for parent training and information centers.
- 1474. Technology development, demonstration, and utilization; media services; and instructional materials.
- 1475. Authorization of appropriations.

PART D—GENERAL PROVISIONS

- 1481. Comprehensive plan for parts B and C.
- 1482. Administrative provisions.

CODIFICATION

The Individuals with Disabilities Education Act, comprising this chapter, was originally enacted as title VI of Pub. L. 91-230, Apr. 13, 1970, 84 Stat. 175, known as the Education of the Handicapped Act, and amended by Pub. L. 92-318, June 23, 1972, 86 Stat. 235; Pub. L. 93-380, Aug. 21, 1974, 88 Stat. 484; Pub. L. 94-142, Nov. 29, 1975, 89 Stat. 773; Pub. L. 95-49, June 17, 1977, 91 Stat. 230; Pub. L. 95-561, Nov. 1, 1978, 92 Stat. 2143; Pub. L. 96-270, June 14, 1980, 94 Stat. 487; Pub. L. 98-199, Dec. 2, 1983, 97 Stat. 1357; Pub. L. 99-159, Nov. 22, 1985, 99 Stat. 887; Pub. L. 99-362, July 9, 1986, 100 Stat. 769; Pub. L. 99-372, Aug. 5, 1986, 100 Stat. 796; Pub. L. 99-457, Oct. 8, 1986, 100 Stat. 1145; Pub. L. 100-630, Nov. 7, 1988, 102 Stat. 3289; Pub. L. 101-476, Oct. 30, 1990, 104 Stat. 1103; Pub. L. 102-73, July 25, 1991, 105 Stat. 333; Pub. L. 102-119, Oct. 7, 1991, 105 Stat. 587; Pub. L. 102-421, Oct. 16, 1992, 106 Stat. 2151; Pub. L. 102-569, Oct. 29, 1992, 106 Stat. 4344; Pub. L. 103-73, Aug. 11, 1993, 107 Stat. 718; Pub. L. 103-218, Mar. 9, 1994, 108 Stat. 50; Pub. L. 103-382, Oct. 20, 1994, 108 Stat. 3518; Pub. L. 105-17, June 4, 1997, 111 Stat. 37; Pub. L. 105-244, Oct. 7, 1998, 112 Stat. 1581; Pub. L. 106-25, Apr. 29, 1999, 113 Stat. 41; Pub. L. 106-402, Oct. 30, 2000, 114 Stat. 1677; Pub. L. 107-110, Jan. 8, 2002, 115 Stat. 1425; Pub. L. 108-173, Dec. 8, 2003, 117 Stat. 2066. Title VI is shown herein, however, as having been added by Pub. L. 108-446, title I, § 101, Dec. 3, 2004, 118 Stat. 2647, without reference to those intervening amendments because of the extensive revision of title VI by Pub. L. 108-446.

SUBCHAPTER I—GENERAL PROVISIONS

§ 1400. Short title; findings; purposes

(a) Short title

This chapter may be cited as the “Individuals with Disabilities Education Act”.

(b) Omitted

(c) Findings

Congress finds the following:

(1) Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

(2) Before the date of enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), the educational needs of millions of children with disabilities were not being fully met because—

(A) the children did not receive appropriate educational services;

(B) the children were excluded entirely from the public school system and from being educated with their peers;

(C) undiagnosed disabilities prevented the children from having a successful educational experience; or

(D) a lack of adequate resources within the public school system forced families to find services outside the public school system.

(3) Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this chapter has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving educational results for children with disabilities.

(4) However, the implementation of this chapter has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities.

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to—

(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and

(ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

(B) strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;

(C) coordinating this chapter with other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.], in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where such children are sent;